

Language Arts Standards Rationale

A Vision for Arizona's Students

Arizona's students must be able to communicate effectively in their schools and communities. The communication skills of reading, writing, listening, speaking, viewing and presenting form the core of language and literacy. The ultimate purpose of the following language arts standards is to ensure that all students be offered the opportunities, the encouragement and the vision to develop the language skills they need to pursue lifelong goals, including finding personal enrichment and participating as informed members of society. The language art standards presented in this document are organized into four areas:

- Reading
- Writing
- Listening and Speaking
- Viewing and Presenting

Reading, writing, listening and speaking are commonly recognized as language skills. Visual communication skills have long been applied in language arts classrooms through the use of media and visual resources. However, with the increase in the availability and variety of media, students are faced with numerous demands for interpreting and creating visual messages. In this document, viewing (interpreting visual messages) and presenting (creating visual messages) are the two aspects of visual communication. Resources available for teaching visual communication range from charts, graphs and photographs to the most sophisticated electronic media.

The interdependency of reading, writing, listening, speaking, viewing and presenting requires that language arts skills be integrated in two ways:

- Within language arts
- Across other content areas

Students use language skills to understand academic subject matter and to enrich their lives. They develop literacy at different rates and in a variety of ways. Consequently, interdependent language arts skills and processes should be taught in a variety of learning situations.

Assessment of language arts skills and processes should be comprehensive, authentic and performance based. Multiple assessment methods should be used to evaluate a student's knowledge base and the application of reading, writing, listening, speaking, viewing and presenting.

Assessment tasks should reflect those experiences encountered in the home, community and workplace. Issues concerning assessment of specific populations pose complex questions with no simple solutions. As programs and assessments are developed, these issues must be resolved to enable all students to meet the standards.

In conclusion, the standards in the language arts framework form the core of every student's ability to function effectively in society. Students will need a wide repertoire of communication strategies and skills to succeed as learners, citizens, workers and fulfilled individuals in the 21st century.

Table 1. Language Arts Standards

STANDARD 1: Reading

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

STANDARD 2: Writing

Students effectively use written language for a variety of purposes and with a variety of audiences.

STANDARD 3. Listening and Speaking

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

STANDARD 4: Viewing and Presenting

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

LANGUAGE ARTS STANDARDS
BY LEVEL: PROFICIENCY (Grades 9-12) and DISTINCTION (Honors)

STANDARD 1: READING

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

(Proficiency Grades 9-12)

- **R-P1. Apply reading strategies such as extracting, summarizing, clarifying, and interpreting information; predicting events and extending the ideas presented; relating new information to prior knowledge; supporting assertions with evidence; and making useful connections to other topics to comprehend works of literature and documents**

PO 1. Extract critical details or elements of literature

PO 2. Summarize the main points

PO 3. Make predictions based on evidence presented

PO 4. Extend ideas presented in the text

PO 5. Connect prior knowledge to information available

- **R-P2. Recognize, analyze and evaluate an author's use of literary elements such as mood, tone, theme, point of view, diction, dialog and figurative language (e.g., metaphors, allusions, symbolism, similes) in selections of challenging fiction, nonfiction and poetry**

PO 1. Identify the author's use of literary elements (e.g., theme, point of view, diction, dialog, character, setting, plot and figurative language)

PO 2. Analyze the author's use of literary elements and figurative language

PO 3. Support a judgment of the effectiveness of the author's use of literary elements and figurative language

- **R-P3. Evaluate the author's persuasive techniques in written selections such as editorials, essays, reviews and critiques**

PO 1. Distinguish use of fact and opinion

PO 2. Identify purpose (thesis, point of view, stand) of a selection and the response desired from the reader

PO 3. Evaluate the author's bias and use of persuasive strategies to accomplish a purpose

- faulty logic
- word choice
- sentence structure
- propaganda techniques
- organizational pattern

- **R-P4. Evaluate technical journals or workplace documents for purpose, organizational pattern, clarity, reliability and accuracy, and relevancy of information**

PO 1. Critique consistency and clarity of purpose

PO 2. Critique effectiveness of organizational pattern (e.g., logic, focus, consistency, visual appeal)

PO 3. Evaluate information for

- relevance
- clarity
- understandability
- logic
- reliability and accuracy (e.g., expertise of author, appropriate use of statistics, diagrams, charts)

- **R-P5. Analyze classic and contemporary literature selections, drawn from American and world literature, for the universality of themes such as the individual's role in society, interdependence, and the interaction between man and nature**

PO 1. Draw a logical inference about the theme and support the inference with evidence from the selection (e.g., symbolism, setting, characterization, irony, conflict)

PO 2. Compare and/or contrast universality of themes with real-life experiences and/or other works of literature

(Distinction – Honors)

Students know and are able to do all of the above and the following:

- **R-D1. Analyze complex texts drawn from American and world literature in several historical periods and movements to discern the universality of themes, such as the individual's role in society, interdependence, and the interaction between man and nature; and the author's use of literary elements and styles**
- **R-D2. Use a full range of strategies to judge the reliability, accuracy, effectiveness, and persuasiveness of literary criticism and analysis, professional and technical journals, and professional-level reading materials**
- **R-D3. Develop and support a theme or thesis about the craft and significance of a body of literature, both classic and contemporary, from a diverse selection of writers**

STANDARD 2: WRITING

Students effectively use written language for a variety of purposes and with a variety of audiences.

Note: In developing the Proficiency Level concepts, students should use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks. See W-F1 (foundations level) for the performance objectives.

(Proficiency Grades 9-12)

- **W-P1. Use transitional devices; varied sentence structures; the active voice; parallel structures; supporting details, phrases and clauses; and correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings**
 - PO 1. Use transitions (e.g., conjunctive adverbs, coordinating conjunctions, subordinating conjunctions) where appropriate
 - PO 2. Vary sentence structure (e.g., compound, complex, compound-complex)
 - PO 3. Use active voice as appropriate to purpose (e.g., creative writing, expository writing)
 - PO 4. Use parallel structure appropriately
 - PO 5. Sharpen the focus and clarify the meaning of their writing through the appropriate use of
 - capitalization
 - standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense)
 - spelling, with the use of a dictionary/thesaurus (as needed)
 - punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)
- **W-P2. Write a persuasive essay (e.g., an editorial, a review, an essay, a critique) that contains effective introductory and summary statements; arranges the arguments effectively; and fully develops the ideas with convincing proof, details, facts, examples and descriptions**
 - PO 1. Write a thesis statement to convey a point of view about a subject
 - PO 2. Develop the point of view with ample and convincing support (e.g., details, facts, reasons, examples and descriptions) appropriate to audience and purpose
 - PO 3. Create an organizational structure that includes an effective beginning, middle and ending
 - PO 4. Use persuasive word choice and sentence structure (e.g., connotation, strong verbs, repetition and parallelism)

- **W-P3. Write an analysis of an author's use of literary elements such as character, setting, theme, plot, figurative language and point of view**

PO 1. Develop a thesis that states a position about the author's use of literary elements
 PO 2. Support the thesis with relevant examples from the selection
 PO 3. Analyze the author's use of literary elements (e.g., character, setting and theme)
 PO 4. Organize the analysis with a clear beginning, middle and ending

- **W-P4. Craft a cohesive research document that develops a logical argument or thesis; contains comprehensive, supporting information from a variety of credible and cited resources; and conforms to a style manual**

PO 1. State a point of view, position or argument about the subject
 PO 2. Organize with a beginning that states the thesis, a middle that develops the thesis, and an end
 PO 3. Support a point of view, position, or argument, utilizing facts, examples, details, and/or quotes from credible, accurate sources
 PO 4. Follow the guidelines of a selected style manual consistently

- **W-P5. Write formal communications, such as a résumé, manuals and letters of application, in appropriate formats, for a definite audience and with a clear purpose**

PO 1. Establish a clear purpose for a specific audience
 PO 2. Use a clear and appropriate organizational pattern following a standard format for the assigned communication
 PO 3. Include only relevant information
 PO 4. Use language with an appropriate degree of formality

- **W-P6. Write a narrative or story that develops complex characters, plot structure, point of view and setting; organizes ideas in meaningful sequence; and includes sensory details and concrete language to advance the story line**

PO 1. Write a first- or third-person narrative or story

- develop a point of view
- present events in a logical order
- develop events that convey a unifying theme or tone
- include sensory details, concrete language and/or dialog
- use literary elements (e.g., plot, setting, character, theme)

(Distinction – Honors)

Students know and are able to do all of the above and the following:

- **W-D1. Expand writing experiences by experimenting with language, form and genres (e.g., poetry, screen plays and public policy documents)**
- **W-D2. Reflect the subtleties of language and polished literary style in their writings including the power of imagery and precise word choice, and the use of such literary devices as foreshadowing, flashbacks, metaphors, similes, symbolism and idioms**
- **W-D3. Analyze, synthesize, evaluate and apply principles of formal logic in expository writing tasks**

STANDARD 3: LISTENING AND SPEAKING

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

(Proficiency Grades 9-12)

- **LS-P1. Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions**
- **LS-P2. Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience**
- **LS-P3. Deliver oral interpretations of literary or original works**
- **LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned**
- **LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies**

(Distinction – Honors)

Students know and are able to do all of the above and the following:

- **LS-D1. Use clear and concise language when presenting analytical responses to literature, conveying technical information, and explaining complex concepts and procedures**
- **LS-D2. Deliver creative and dramatic interpretations of literary or original works**

- **LS-D3. Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school**
- **LS-D4. Evaluate and improve personal communication skills**

STANDARD 4: VIEWING AND PRESENTING

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

(Proficiency Grades 9-12)

- **VP-P1. Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions**
- **VP-P2. Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media**
- **VP-P3. Analyze and evaluate the impact of visual media on the intended audience**

(Distinction – Honors)

Students know and are able to do all of the above and the following:

- **VP-D1. Conduct research to evaluate the impact of language, subject matter and visual techniques used by the media**
- **VP-D2. Expand abilities in developing multimedia presentations**
- **VP-D3. Research ethical issues related to the laws, rules and regulations for the use of media**

LANGUAGE ARTS GLOSSARY

Acknowledge To cite the source of information in a written piece.

Address To speak to; to deal with.

Adequate Sufficient, competent, satisfactory.

Advance To put forward, propose.

Allusion An indirect reference to something assumed to be familiar.

Analytic Noting relationships; reasoning from the interrelations of a subject.

Anticipate To foresee, to realize beforehand.

Appropriate Consistent with accepted standards; suited to an end or purpose.

Cluster A group of the same or similar elements.

Cohesive Consistent, tending to unify.

Complex Composite, intricate, complicated.

Concrete Precise, specific.

Contain To have within, to include, to have as component parts.

Contemporary In existence now; present, current, present-day.

Convey To communicate or make known.

Craft To construct, create.

Create To produce through artistic or imaginative effort.

Creative Original, inventive, innovative.

Credible Worthy of belief because of precision; valid, convincing, true.

Credit To acknowledge work done; to cite.

Effective Producing a desired effect; efficient.

Exclude To reject; to prevent from being included or considered.

Expository Explanatory, interpretive.

Figurative Language Use of figures of speech; symbolic language.

Genre Type or class; classification of literature.

Good Penmanship Readable formation of letters; the art of handwriting.

High Frequency Word A word that appears many more times than others in ordinary reading materials.

Idiomatic Pertaining to expressions of language that do not mean what they literally say.

Interpretive Serving to explain; explanatory.

K-W-L A reading comprehension strategy to determine what a student knows, wants to know and has learned.

List To itemize; to make a list of.

Maintain To support, sustain.

Meaningful Effectively conveying meaning, feeling or mood; important, significant.

Metaphor A figure of speech in which a comparison is implied by analogy, but not stated.

Paraphrase To restate text or passage in another form or words.

Personal Experience First-hand experience.

Perspective View, outlook.

Preserve To keep or maintain intact.

Reflective Characterized by, or disposed to, serious thought; contemplative, deliberative.

Relate To give account of; describe, report.

Relevant Having a bearing on, or connection with, the matter at hand.

Résumé A brief written account of personal, educational and professional qualifications and experience.

Scaffold To build one idea upon another.

Sensory Pertaining to the senses.

Simile A figure of speech in which two essentially unlike things are compared.

Skim To look through reading matter casually.

Symbolism Attributing symbolic meanings or significance to objects, events or relationships.

Traditional Conventional.